



Revisiting Running Records

Presented by the
Franklin Public Schools Reading Team
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Why Do We Need To Be Here?

- Refresher
- Provide Consistency
- Answer “burning questions”



Purposes of Running Records

- **Observe reading behaviors**
 - Decoding accuracy
 - Ability to read for meaning
 - Self-monitoring systems (M-S-V)
- **Establish reading levels**
 - Frustrational
 - Instructional
 - Independent
- **To inform instruction**
 - Guided reading groups
 - Strategy groups
 - Individual conferences



Presenter Media



PM Benchmark Kits

- Two kits ranging in levels from pre-primer (Level 1) to fifth grade (Level 30)
- Both fiction and non-fiction
- Benchmark text and running record form for each level
- Kits are interchangeable; use either kit at any time



When to Administer

- Kindergarten
 - All Students
 - January/May
- First and Second Grades
 - All Students
 - Fall/January/May
- Third Grade
 - Lowest 20% on MAP Test
 - In cooperation with Reading Specialist

*Or whenever you
want to check
reading behaviors to
inform instruction*

Introduction

- Read introduction provided

Name: <u>10879</u>	Age: _____
Text: <u>The Greedy Dog and the Bone</u>	Level: _____
	Accuracy: _____
Page	This story is about what happens when a little dog named Jip is given a big meaty bone.
	E S

- Tell Student:

"I'd like you to read the text out loud. Be sure to think about it while you're reading (make pictures in your head), so you can tell me about it when you're done."

Coding

- Series of markings that indicate student's frequency and type of miscues, as well as self-corrections and rereads
- Provides a basis for analyzing reading strategies used by the student and his/her ability to cross-check and self-monitor

Page	Dog named Jip's adventures
2	Once upon a time, there was a little dog named Jip. He was a greedy little dog. Every day, Jip would run across a field, over a bridge, and through some trees, until he came to a shop. One morning, a man at the shop gave Jip a bone. It was a big meaty bone. "This is the biggest bone I have ever seen," said Jip to himself.



ADDITIONAL CODING AND SCORING

- Accurate Reading - ✓✓✓
- Substitution - went child
want text
- Omission - me
home
- Insertion - big
- Repetition (R) - ✓R ✓R2 ✓✓✓ R
NOT counted as an error
- Self-Correction (SC) - went | sc
want
- Sounding the first letter of a word is coded by lower case letters followed by a dash.
a - a - t
cat
This is NOT counted as an error, but behavior is noted. If it continues BREAK the habit. The word could subsequently be read correctly l - l - ✓, or a self correction could result as in the following example:
d - | sc | d - | t - | sc
take take
- Told (T) - thought | T
counts as 1 error
- An appeal is recorded as A. An appeal that is NOT self-corrected is followed by a told, and is counted as 1 error.
house | A | VT | home | T
↓
you try

You Try It (YI) -
 NOT counted as an error

sometimes	Q	YI	✓
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- Waits **W** - are coded but are NOT errors

home	W	Y
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- Contractions - count as 1 error

I will	I'll
YI	I will

- Spelling the word is coded by upper case letters followed by a dash -
 NOT
 This incorrect response **IS** counted as 1 error, UNLESS child says word correctly after spelling aloud.

- Try That Again (TTA) - counts as 1 error

[]	TTA
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- Tallying Errors - total each line separately going across the line of text. If a line is error and self-correct free, leave the Error and Self-Correct column blank on the running record.
- Skipped line - each word counts as an error
- Skipped page - subtract the number of words on that page. DO NOT count as an error.

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Practice



Accuracy

$$\frac{\text{Running Words} + \text{Number of Errors}}{\text{Running Words}} = \% \text{ Accuracy}$$

Example: $\frac{152 - 14}{152} = \frac{138}{152} = 90.7\% \text{ (91\%)}$

Self-Corrections

$$\frac{\text{Number of Errors} + \text{Self-Corrections}}{\text{Self-Corrections}} = \text{Self-Correct Rate}$$

Example:

$$\frac{9 \text{ (errors)} + 3 \text{ (self-corrections)}}{3 \text{ (self-corrections)}} = \frac{12}{3} = 4 = 1:4 \text{ Self-Correct Rate}$$

For every four mistakes made, the student corrected one

Comprehension Check



- Ask student to retell the story, recalling as much information as possible (**"Pretend I haven't heard this passage before and tell me everything you remember."**)
- Prompt for more information as needed; indicate this in the right-hand column of the record
- Ask comprehension questions at the bottom of page (it's okay to reword or prompt for more information)
- Note: there are new scoring guidelines for comprehension in our guidebook

Scoring

Accuracy	Comprehension	Self Correct Rate
The number of words read correctly or self-corrected divided by the number of words read.	The student's ability to answer literal and inferential questions after reading the passage	A word is misread and corrected by student. Errors + self -corrects divided by # of self-corrects = self-correct ratio
Independent: 95-100%	3 questions – 3 correct 4 questions – 4 correct 5 questions – 5 correct	1:4 or below
Instructional: 90-94%	4 questions – 3 correct 5 questions – 4 correct	1:4 or below
Frustrational: Below 90%	3 questions – 2 or less correct 4 questions – 2 or less correct 5 questions – 3 or less correct	1:4 or below

Fluency

- Note student's ability to read with fluency and expression
- Word-by-word vs. fluent and expressive
- Confident vs. tentative
- Refer to fluency sheet

